



# CURRICULUM & INSTRUCTION IN ENGLISH

Tina Ehsanipour [tinae@stanford.edu](mailto:tinae@stanford.edu)

## Course Overview

This course uses a cognitive apprenticeship approach to the teaching of English. This approach involves making thinking visible for students as they learn to read and critically interpret both fiction and non-fiction texts and communicate their ideas in discussion, writing, and other media. The ultimate goal is to help you, the educator, learn to leverage the resources students bring to the classroom and design lessons so that students become independent readers and writers who can fully participate in and enjoy the world of texts that surround them. We'll explore these questions:

- What should we teach in English?
- How do we, as English Language Arts teachers, design instruction to help students become engaged and effective producers and consumers of language?
- How do we design instruction to meet the needs of diverse students and the demands of different contexts?

## Course Expectations

This course is designed to create a collegial culture in which we can all learn from one another. To that end, please come to class having completed the readings for that session and be prepared to participate in online activities and discussions. Candidates are expected to demonstrate the same level of professionalism as demanded of any credentialed teacher with respect to time management, communication, and integrity. Our collective engagement in class activities and discussions will facilitate our individual and communal learning. In the case of absence (for illness or family emergency or a job interview), contact your instructor at least 24 hours before class and complete any work missed due to absence. Because the course will be online, please make sure your computer is fully charged; you have reliable internet; and you are in a space where you can learn without distraction. Thank you for keeping the lines of communication open!

## Course Meeting Time

The course is slated for 3:30-5:00 p.m. every Tuesday from March 30 to June 1. We will meet via Zoom for a portion of that class time (about 1.5 hours), and leave the additional time for asynchronous learning and/or optional office hours. My hope is that this will help manage the Zoom fatigue!

## Course Assignments

Assignment #1: Student Think and Read Aloud	Due 4/20/21
Assignment #2: Classroom Discussion Analysis	Due 5/18/21
Assignment #3: Writing and Language Final Assignment	Due 6/1/21

## Grading

My expectation is that everyone will achieve mastery of the material taught in the course. To that end, I will invite you to revise and resubmit assignments in a timely manner if mastery is not the outcome upon the first submission. The other major component of the grade is engagement during class time. Please read

each week's reading carefully and fully before coming to class and have it readily accessible during each class. Knowing how much you are all juggling this spring, I have intentionally chosen readings that are meaningful and manageable to ensure this elective is both enjoyable and doable! Please reach out if you need extra assistance with an assignment, or need an extension.

## Students with Documented Disabilities

Students who may need an academic accommodation based on the impact of a disability must initiate the request with the [Office of Accessible Education \(OAE\)](#). Students should contact the OAE as soon as possible since timely notice is needed to coordinate accommodations.

## Honor Code

1. The Honor Code is an undertaking of the students, individually and collectively:
  - a. that they will not give or receive aid in examinations; that they will not give or receive unpermitted aid in class work, in the preparation of reports, or in any other work that is to be used by the instructor as the basis of grading;
  - b. that they will do their share and take an active part in seeing to it that others as well as themselves uphold the spirit and letter of the Honor Code.
2. The faculty on its part manifests its confidence in the honor of its students by refraining from proctoring examinations and from taking unusual and unreasonable precautions to prevent the forms of dishonesty mentioned above. The faculty will also avoid, as far as practicable, academic procedures that create temptations to violate the Honor Code.
3. While the faculty alone has the right and obligation to set academic requirements, the students and faculty will work together to establish optimal conditions for honorable academic work.

## Violations of the Honor Code

Examples of conduct that have been regarded as being in violation of the Honor Code include:

- Copying from another's examination paper or allowing another to copy from one's own paper
- Unpermitted collaboration
- [Plagiarism](#)
- Revising and resubmitting a quiz or exam for regrading, without the instructor's knowledge and consent
- Giving or receiving unpermitted aid on a take-home examination
- Representing as one's own work the work of another
- Giving or receiving aid on an academic assignment under circumstances in which a reasonable person should have known that such aid was not permitted

## COURSE CALENDAR

Date	Topic	Readings for this class (complete before class)
<b>Class1:</b> 3/30	<b>Introduction &amp; Domain of Reading:</b> - What should we teach in English class? - Why the Cognitive Apprenticeship approach? - How might I use the cognitive apprenticeship approach to teach reading?	<a href="#">Bomer, R. (2011). English: What to Teach Building Adolescent Literacy in Today's English Classroom. Portsmouth, NH: Heinemann. (pages-9)</a>
<b>Class2:</b> 4/6	<b>Domain of Reading:</b> - How is the Reading Apprenticeship approach an extension of Collins' Cognitive Apprenticeship? - How should teachers facilitate learning to read complex literary texts with structures and strategies?	Schoenbach et. al. (2012). The Reading Apprenticeship Framework. <i>Reading for Understanding: How Reading Apprenticeship Improves Disciplinary Learning in Secondary and College Classrooms</i> . San Francisco: Jossey-Bass. <a href="#">Chapter 2</a> and <a href="#">Chapter 7</a> (skim as desired; see posts about sections to read)

<b>Class3:</b> 4/13	<b>Domain of Reading:</b> - How might an affective reading approach move students from comprehension to interpretation? - What do read and think alouds teach us about our students as readers?	<a href="#">Levine, S. (2014) Making Interpretation Visible with an Affective Strategy. <i>Reading Research Quarterly</i>. International Reading Association. (pages-21)</a>
<b>Class4:</b> 4/20	<b>Domain of Reading:</b> - How does a critical lens approach support student identities as critical and reflective readers? - How do teachers create a community of engaged readers with independent choice?	<b>Assignment #1 due</b>  Healy, M. (2019, February 13). <i>Schools are Using Diverse Authors and Titles to Spark Student Interest in Reading</i> . NSBA. <a href="https://www.nsba.org/ASBJ/2019/February/November">https://www.nsba.org/ASBJ/2019/February/November</a>  Optional: <a href="#">Dickerson, K. (2015). Reimagining Reading: Creating a Classroom Culture that Embraces Independent Choice.</a>
<b>Class5:</b> 4/27	<b>Domain of Speaking and Listening:</b> - How do teachers facilitate student uptake of complex texts?	Excerpts from <i>Punching the Air</i> by Ibi Zoboi and Yusef Salaam (pgs. 39)  <a href="#">Metz, Mike. Amplifying Academic Talk: High Quality Discussions in the Language of Comfort. <i>English Journal</i> 109.4 (2020): 561</a>
<b>Class6:</b> 5/4	<b>Domain of Writing:</b> - What is the writing process? -- What can teachers do to support students as writers?	<a href="#">Romano, T. (1987). Writing Processes in The Classroom. <i>Working with Teenage Writers</i>. Portsmouth, NH: Heinemann.</a>  <a href="#">Kris Gutiérrez: "A Comparison of Instructional Contexts in Writing Process Classrooms with Latino Children" (p. 259)</a>
<b>Class7:</b> 5/11	<b>Domain of Writing:</b> - What types of writing genres should teachers teach? - How should teachers approach writing in their content area (both argumentative and creative)?	<a href="#">Graff &amp; Birckstein (2006 ). They Say, I Say: The Moves That Matter in Academic Writing (6 pages)</a>  <a href="#">Jocson, Korina. Youth Media As Narrative Assemblage: Examining New Literacies at an Urban High School. <i>Pedagogies: An International Journal</i> Vol. 7, #4 (October 2012): 293-16</a>
<b>Class8:</b> 5/18	<b>Domain of Writing:</b> - How should teachers and peers provide feedback on student writing? - How can teachers support students in scaffolding their writing? (5 stages on page 20)	<b>Assignment #2 due</b>  VanDeWeghe, R. (2004). "Awesome Dude!" Responding hopefully to peer writing. <i>English Journal</i> 94(1), 95-99. NCTE.  Mazura, C., Rapant, J., & Sawyer, M. Teaching Revision As an Act of Voice and Agency. <i>English Journal</i> 107.3 (2018) 88-96 (OPTIONAL)
<b>Class9:</b> 5/25	<b>Domain of Language:</b> - How do we affirm students' right to their own language while providing access to multiple forms of expression (including standard academic English)? - How should teachers approach the teaching of grammar?	Kinloch, Valerie Felita. (2005). Revisiting the Promise of Student Right to Their Own Language: Pedagogical Strategies. NCTE.  Ehrenworth, M. Grammar Comma--A New Beginning. <i>The English Journal</i> . 92.3 (2003) 99-106.
<b>Class10:</b> 6/1	<b>Planning at the Unit Level:</b> - How should teachers backward plan conceptual units in English? - Sharing of final assignment and appreciations	<b>Assignment #3 due</b>  Smagorinsky, P. (2008). Teaching English by Design. 128-136. Portsmouth, NH: Heinemann.  Read <a href="#">Christensen, Linda (2011). Finding Voice. Voices from the Middle, (3), 917.</a>